DOCUMENT RESUME

ED 141 405 95 TM 006 368

AUTHOR Politzer, Robert L.; Hoover, Mary R.
TITLE A Field Test of Black English Tests for Teachers.
INSTITUTION Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
REPORT NO SCRDT-RDM-149
PUB DATE Apr 77
CONTRACT NIE-C-74-0049
NOTE 45p.; For related document, see ED128804

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Academic Achievement; *Achievement Tests; *Attitude Tests; Black Culture; *Black Dialects; Black Students; Elementary Education; Elementary School Students; *Elementary School Teachers; Field Studies; Performance Factors; Teacher Attitudes; Teacher Characteristics; *Test Reliability; Test Validity
IDENTIFIERS *Black English Tests for Teachers

ABSTRACT

The SCRDT Black English Tests for Teachers, a battery consisting of the Reading Pedagogy (RP) and History and Structure of Black English (HSBE) tests, was field tested to determine reliability of the tests; their intercorrelations; the relation of teacher characteristics (sex, age, place of birth, ethnicity, years of experience, attitudes, etc.) to test scores; and the relation of teacher test scores to pupil achievement in reading. The RP and HSBE were found to have reasonable reliability in measuring teachers' knowledge. The scale used to measure teachers' attitudes toward Black language and culture and the educability of Black children appeared to be reliable, as well. Performance on the HSBE and the RP are significantly related to each other and to a positive attitude toward Black English. Further, there is some evidence that teachers' performance in the tests and their willingness to learn about Black English have some relation to student achievement, but that this interest and its significance for pupil achievement vary according to regional or local factors. Significant increases in test and attitude scores could be attributed to teacher workshops in only one site. In fact, only the site appeared to make any consistent differences in teachers' performance on the tests. (EVH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED141405

Stanford Center for Research and Development in Teaching
School of Education, Stanford University
Stanford, California

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Research and Development Memorandum No. 149

A FIELD TEST OF BLACK ENGLISH TESTS FOR TEACHERS

Robert L. Politzer and Mary R. Hoover

April 1977

TM 006 368

Published by the Stanford Center for Research and Development in Teaching, supported in part as a research and development center by funds from the National Institute of Education, U. S. Department of Health, Education, and Welfare. The opinions expressed in this publication do not necessarily reflect the position, policy, or endorsement of the National Institute of Education. (Contract No. NIE-C-74-0049.)

Introductory Statement

The mission of the Stanford Center for Research and Development in Teaching is to improve teaching in American schools. Current major operations include three research and development programs--Teaching Effectiveness, The Environment for Teaching, and Teaching and Linguistic Pluralism--and two programs combining research and technical assistance, the Stanford Urban/Rural Leadership Training Institute and the Hoover/Stanford Teacher Corps Project. A program of exploratory and related studies provides for smaller studies not part of the major programs.

This report is part of the work of the Program on Teaching and Linguistic Pluralism.

Acknowledgments

The authors wish to thank all those whose help and cooperation made this research study possible. The following teachers participated in the research: Sylvena Barnette, Lenora Bowser, Ann Brown, Nobantu Ellis, Jane Erickson, Barbara Glover, Elizabeth Hatton, Ida Henderson, Louise Hines, Mary Martin, Mary Noonan, Sharon Powell, Patricia Riley, Marcus Scott, Lenora Thompson, and Gary Whitfield of the Ravenswood City School District, East Palo Alto, California; Jesse Allen, Kaye B[illegible]nger, Quillie Bivens, Cora Brooks, Ethel Broome, Gail Brown, Constance Bryson, Juanita Carmichael, Howard Colvin, Lola Culbreath, Lorraine Dade-Wilson, Simon Gainer, Margaret Haley, Elizabeth Hauck, Marjorie Helfrey, Yvonne Hill, Bernice Hunt, Joyce Jenkins, Elizabeth Jones, Teresa Jones, Linda King, Edythe McClain, Julie Martin, Harriet Murray, Ruth Palmer, Mary Patton, Florence Reynolds, Edythe Sampson, Samuel Scriven, Marian Smith, Anne Thomas, Bette Thomas, Francine Toupe, and Robert Wilson of the Trenton School District, Trenton, New Jersey; Janet Blosheld, Gertrude Brockhoff, Denise Burroughs, Sara DuBosq, Beverly Gross, Katherine Hoste, Sarah Kelley, Lenora Kole, Diane McCannon, Dan Marcus, Jeannine Pearlman, Sharon Shirissa, Ida Sidney, Jacqueline Smith, Constance Sondilands, and Beverly Thomas of the Dade County Schools, Miami, Florida; and Stever Dublon, Eugene Fechter, Ella Goodwine, Robert Henry, Cecilia Jakub, Marjorie Johnson, Ronald Johnson, Helen Leach, Evelyn Mattavous, Joel Mouldavan, Stuart Stern, Aelene Tarver, Rosa Thompson, and Frances Tyler of the New York City Public Schools, New York, New York.

The following administrators provided invaluable assistance by arranging field sites, providing data, and generally facilitating the project: Warren Hayman, Superintendent, and Omowale Satterwhite, Assistant Superintendent, of the Ravenswood City School District; Calvin A. Taylor, Team Manager, Urban/Rural School Development Program, Trenton School District; Edythe Ford, Principal, and Paula Davis, Vice-Principal, P.S. 100, and William King, Principal, P.S. 194, of the New York City Public Schools; and Mary Ford, retired Principal, and Henry Goa, Principal, of Liberty City Elementary School, Dade County Schools.

Our thanks also go to Andrea Richardson, Secretary Specialist, who typed this report; to Research Assistants Shirley Lewis and Faye Knox, who directed teacher workshops at test sites, and fellow Research Assistants James Ford, Shirley Hicks, and Darlene Williams, who coded the data.

R. L. P.
M. R. H.

Abstract

Two Black English Tests for Teachers (Reading Pedagogy; History and Structure of Black English) were field tested at four sites in Spring 1976. An Attitude Scale measuring teachers' views of Black language and culture and of the teachability of Black children was administered at the same time. Seventy-nine elementary teachers took pre- and posttest versions of all three instruments. Between the pre- and posttests they attended workshops on Black English and administered Black English tests for students to their classes. The purposes of the field test were to measure the reliability of the teacher tests, their intercorrelations, the test gains resulting from the workshops, the relation of teacher characteristics to the test scores, and the relation of teacher test scores to pupil achievement.

After items with low or negative reliability were dropped, Cronbach α coefficients ranged from .91 to .78. Intercorrelations between the Reading Pedagogy test and the History and Structure test were .61 (pre) and .76 (post). Both tests were significantly correlated with the Attitude Scale: Pedagogy .51 (pre) and .46 (post); History and Structure .61 (pre) and .40 (post).

Teachers made significant gains on all the tests at one site and near significant gains at another; nonsignificant gains at the other two sites were probably associated with high pretest scores. Test site was the only consistent source of variance in test scores.

The relation of the teachers' test performance to their pupils' achievement in reading was investigated at three sites. "Pupil achievement" was defined as the difference between a pupil's actual score on a nationally normed reading test and a predicted score based on the line of regression of 1976 over 1975 scores. At one site teachers' pretest scores on the Pedagogy test and the Attitude Scale were significantly related to pupil achievement (F ratios of 3.55 and 3.76, respectively; $p < .05$). At another, teachers' gains on the History and Structure test showed a near significant relation to pupil achievement (F ratio = 2.89; $p = .06$). Correlational analysis of pupil scores with teachers' pretest scores and gain scores confirmed one of the significant ANOVA findings: the positive relation between teacher attitude and pupil relative gain scores at one site. Thus, there was limited evidence linking pupil achievement to teacher attitudes and performance on the Black English Tests for Teachers.

Contents

Introduction 1

Procedures 3

The Sample 3

Test Administration 4

Pupil Data 4

Results 5

Reliability 5

Correlations between Tests 6

Effects of the Workshop: Pretest and Posttest Scores 7

Relation of Teacher Variables to Test Scores 8

Relation of Teacher Test Scores to Pupil Achievement 20

Conclusions 28

References 29

Appendix A: Sample Items from SCRDT Black English Tests for Teachers 30

Appendix B: Item Difficulty and Item Reliability 34

A FIELD TEST OF BLACK ENGLISH TESTS FOR TEACHERS

Robert L. Politzer and Mary R. Hoover

Introduction

The tests discussed in this memorandum were developed during the first year of a three-year research effort designed to identify specific types of knowledge and behaviors associated with the successful teaching of reading skills to Black-English-speaking children. The general plan of the research effort is divided into three phases: (1) the development of reliable, valid tests dealing with the history and structure of Black English, and knowledge of teaching methods suited to bidialectal classrooms, (2) the observation and identification of teaching skills that lead to the significant improvement of Black pupils' reading ability, and (3) an "intervention" experiment designed to demonstrate that the effectiveness of teachers can be increased by teaching them the knowledge and skills validated during the first two phases. This report summarizes the most important results of the first phase (September 1975 through August 1976).

The staff of the Program on Teaching and Linguistic Pluralism developed two teacher tests dealing with the general area of Black English and its relation to teaching methods in the language arts classroom. The first test, Reading Pedagogy, consists primarily of items probing the teachers' awareness of the possible uses of Black Vernacular English in the classroom. The second test, History and Structure of Black English, consists of such topics as the possible sources of Black English and the identification of specific features of Black English phonology, morphology, and syntax as well as special speech events such as "marking" or "copping a plea."

In addition, the previously developed Black English Teacher Attitude Scale (Program on Teaching and Linguistic Pluralism, SCRDT, unpub.) was modified for use in phase one. The original scale primarily measures the way teachers react to the legitimacy of the use of Black English and whether they view Black language and culture positively rather than

from a deficit perspective. The adaptation of the measure increased the number of items that directly reflected attitudes that might influence actual teaching behavior.

Reading Pedagogy and the History and Structure of Black English consist of multiple-choice items (there are three possible answers to each question). The Attitude Scale is a Likert-type instrument measuring reactions to statements on a 5-point scale, from strong agreement (5) to strong disagreement (0) or vice versa (0 to 5) depending on whether agreement with the statement reflects a positive or negative attitude.

All three tests were submitted to a working conference of scholars and Black educators, who suggested numerous improvements. The conference also discussed at length the rationale for and the possible uses of the tests (see Ford et al., 1976). After the conference, the tests were revised according to suggestions made by the participants, and a second form of each test was also prepared so that the two versions might be used as pretests and posttests in the study described here. For the posttest version we made minor changes in the wording of test items or introduced new, slightly different items. Sample items from pretest and posttest versions of each test are in Appendix A.

At this stage the tests were deemed ready for the research reported in this memorandum. The purposes of this research were to (a) establish the reliability of the tests, (b) investigate the correlation of the tests with each other, (c) determine whether teacher workshops on Black English resulted in better performance on the tests, (d) investigate the relation of some teacher variables to performance on the tests, and (e) determine whether teachers' performance on any of the tests had any relation to pupil achievement. To elucidate the above purposes:

(a) At the stage of development reached before the administration of the tests, the Pedagogy test had 24 items, the History and Structure test had 50 items, and the Attitude Scale had 38 items. It was expected that test administrations would reveal some items of low or negative reliability which would be dropped in order to establish somewhat shorter and more reliable instruments.

(b) The extent to which the tests on Pedagogy and History and Structure are correlated with each other and with teacher

attitude is of obvious interest because the degrees of inter-correlation give some hint as to whether or not the tests and the attitude instrument tap relatively independent or highly related aspects of a teacher's background.

(c) In-service training through workshops is probably the common way in which knowledge of and positive attitudes toward Black English are imparted to teachers. It was primarily for that reason that the tests were produced in parallel versions, so that gains made as a result of workshops could be measured.

(d) It seemed of rather obvious interest to see whether some easily accessible independent teacher characteristics (place of employment, age, sex, ethnicity, teaching experience, longest place of residence) were related to performance on the tests and the attitude scale.

(e) A positive relation between pupil achievement and teachers' scores on the tests and the attitude scale would, of course, be a most important indication of the validity of these instruments.

Procedures

The Sample

The tests were administered at four sites during April and May 1976. A total of 79 elementary school teachers (70 women and 9 men) participated. Of that number 10 did not take the posttest. All of the teachers were classroom teachers who had volunteered to take part in the research.

	Pretest	Posttest
Trenton, New Jersey	N = 34	N = 30
East Palo Alto, California (Ravenswood City School District)	N = 16	N = 16
New York (Harlem)	N = 13	N = 7
Miami, Florida	N = 16	N = 16

Data concerning teacher characteristics (site, sex, place of birth and longest residence, age, experience, and ethnicity) were collected by means of a questionnaire administered during the first of two workshop sessions.

Test Administration

At each site the tests were administered during a workshop dealing with the teaching of reading and the history and structure of Black English. The workshops were given in two sessions, two weeks apart. One version of each test was administered as a pretest before the first session, the other as a posttest after the second session. All the tests are paper-and-pencil tests; the administration of each set took about 65 minutes. Most of the substantive material dealing with the content of the tests was presented during the first workshop (the content and conduct of the workshop will be presented in Lewis, Hoover, and Politzer, in preparation).

In the interval between the workshop sessions, the teachers administered part of the SCRDT Black English Tests for Students (Program on Teaching and Linguistic Pluralism, unpub.) to their classes in order to have an opportunity to apply in their classes some of the knowledge about Black English gained during the first workshop session. The second session of the workshop was devoted primarily to a "debriefing" of the teachers concerning their experience with the student tests.

Pupil Data

For the purpose of calculating the relation of pupil achievement to a particular teacher, we used test scores achieved by pupils on objective, nationally normed reading tests in Spring 1975 and 1976. All participating school districts complied with the request to furnish these test scores. Since most of the participating teachers taught third or fourth grade, we decided to use only the scores of third- and fourth-grade pupils and their teachers in this analysis. In the New York district, the 13 teachers who had taken the pretest taught classes distributed over five grade levels. In view of the small sample of students available for the third or fourth grade levels, we decided not to include New York in the investigation of the relation of teacher test scores to pupil achievement. The breakdown of 914 pupils whose scores were used is as follows:

	3rd-Grade Pupils	4th-Grade Pupils
Trenton	127	243
East Palo Alto	154	82
Miami	153	155
Total	N = 434	N = 480

Results

The results of the field test are reported in the topical sequence mentioned in the introduction. Unfortunately not all the teachers who took part in the first workshop and who took the pretest also participated in the second workshop and took the posttest. In general, each of the tables summarizing the results utilizes the maximum number available for a particular set of data. Apparent minor discrepancies among data reported in different tables are due to the effects of missing data. The reader is also reminded that only third and fourth grades in three sites were used in the investigation of the relation of pupil achievement to teacher test scores. As a result the teacher numbers in tables dealing with that topic are in some cases smaller than those shown in tables dealing with analyses of teacher test scores.

Reliability

Table 1 summarizes the most important descriptive data obtained from the field test. The reliability measures reported were obtained after scores on items with lowest reliability (low biserial correlations in the computation of Cronbach's α coefficient) were deleted from the analysis (those items have now also been deleted from the tests). All of the analyses reported in this memorandum are based on the reduced tests referred to in Table 1. Adjusted means (difficulty indices) and NS Biserials (reliability indices) for all individual test items are reported in Appendix B; they too were calculated on the basis of the reduced tests. In general, the reliability level of the reduced tests appears satisfactory (the lowest is Cronbach α = .78). Administration of the tests to larger groups of teachers would be needed in order to

determine what further changes, if any, may be needed to improve test reliability.

TABLE 1

Mean Scores, Standard Deviations, and Test Reliability

Test	Teachers	Items	Mean Score	S.D.	Cronbach α
History and Structure					
Pretest	79	44	30.43	7.45	.87
Posttest	69	44	33.13	8.13	.91
Reading Pedagogy					
Pretest	79	16	11.20	3.85	.84
Posttest	69	16	12.11	3.66	.85
Attitude Scale					
Pretest	78	34	125.35	15.96	.79
Posttest	69	34	134.00	13.76	.78

Correlations between Tests

The correlations between tests are relatively high, but still low enough to justify the tests as part of a battery (see Table 2A). In other words, the tests tap related but not identical aspects of a teacher's orientation toward and knowledge of Black English. It is also of interest to note that attitudes toward Black English correlate significantly and positively with the two tests of knowledge.

TABLE 2A

Intercorrelations of Tests

Test	Pretest			Posttest		
	H&S	RP	AS	H&S	RP	AS
History and Structure	-	.61*** (N=79)	.51*** (N=78)	-	.76*** (N=71)	.46*** (N=69)
Reading Pedagogy		-	.61*** (N=78)		-	.40*** (N=69)
Attitude Scale			-			-

***p < .001

TABLE 2B

Correlations between Pretests and Posttests

	H&S	RP	AS
History and Structure	.33** (N=71)		
Reading Pedagogy		.35** (N=71)	
Attitude Scale			.16 (N=69)

** $p \leq .01$

This could be explained by either or both of two factors: teachers with more positive attitudes toward Black English (a) know more about it, (b) try harder when taking tests dealing with it.

The correlations between pre- and posttest administrations of the same tests are relatively low (see Table 2B). The correlation between pre- and posttest administrations of the Attitude Scale does not even reach the $p < .05$ significance level. Since the two versions of the tests were very similar, we must assume that considerable shifts in relative levels of knowledge and especially attitudes took place as a result of the workshops.

Effects of the Workshop: Pretest and Posttest Scores

Table 3 shows mean pretest and posttest scores on all tests. Significantly higher scores on the posttests than on the pretests were found only in one of the test sites, Trenton. For New York, the gains (posttest minus pretest) made on the History and Structure test are nearly significant at the $p < .05$ level. Neither the Miami nor the East Palo Alto workshop resulted in demonstrably significant gains; however, teachers in both places had high pretest scores, so the absence of gain is understandable. Other differences in pretest and posttest scores will be discussed in relation to teacher characteristics.

TABLE 3

Means, Standard Deviations, and Significance of Pretest-Posttest Differences

Test	N[a]	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mean Gain[b]	t-value
			Trenton				
History and Structure	30	29.53	7.43	36.00	4.81	6.47	5.73**
Reading Pedagogy	30	10.77	4.06	12.90	3.21	2.31	2.81**
Attitude Scale	30	127.90	19.46	137.17	13.29	10.27	4.23**
			East Palo Alto				
History and Structure	16	34.31	5.68	35.25	5.70	0.94	0.97
Reading Pedagogy	16	13.31	2.70	13.25	2.27	-0.06	-0.19
Attitude Scale	16	137.87	14.71	137.13	13.49	-0.75	-0.34
			New York				
History and Structure	7	25.14	8.19	29.86	8.52	4.71	0.90
Reading Pedagogy	7	7.71	3.82	11.57	2.09	3.86	2.14
Attitude Scale	7	131.28	6.80	125.57	6.08	-5.71	-1.55
			Miami				
History and Structure	16	31.62	5.49	27.19	11.17	-4.44	-1.81
Reading Pedagogy	16	12.00	3.23	9.87	4.66	-2.13	-1.53
Attitude Scale	16	124.06	14.45	123.25	14.53	-0.81	-0.28

[a]Note that only scores of teachers who took both the pre- and posttests are reported in Table 3.

[b]Pretest means were subtracted from posttest means.

**$p<.01$

Relation of Teacher Variables to Test Scores

Test scores were analyzed according to a group of selected variables that seemed likely to be related to performance on the tests: city or school district (here referred to as field test site), teacher's sex, place of birth (the South or elsewhere), age, years of teaching experience, place of longest residence (the South or elsewhere), and ethnicity.

The outcome of both the pretest and the posttest in Reading Pedagogy was affected by only one of the above variables, namely site (see Tables 4A and 4B). The East Palc Alto teachers had the highest mean score on the pretest as well as the posttest. It is, however, only in the first administration that they clearly rank higher than Trenton teachers; in the second administration, the Trenton teachers' scores are nearly as high. An analysis of teachers' gain scores on Reading Pedagogy shows that in fact the Trenton and New York teachers made significant gains from the pretests to the posttests, while the East Palo Alto teachers stayed at approximately the same level (see Table 4C).

Ethnicity contributed significantly to variance in the Reading Pedagogy pretest: the White teachers performed significantly better than the Black teachers (Table 4A). This significant difference disappeared on the posttest, however, as the result of the learning taking place during and between the two workshops. One can only speculate that the pretest difference associated with ethnicity may be related to some kind of differences in teacher preparation, different types of training institutions, and so forth. On the posttest (Table 4B) non-Southern residents performed higher than Southern residents--a result probably associated with the general lack of gains in Miami, which had the highest concentration of Southern residents.

TABLE 4A

Analysis of Variance for Reading Pedagogy, Pretest

Source	N[a]	Mean	S.D.	d.f.	F ratio
SITE					
Trenton	34	10.65	4.01	3,75	3.70**
East Palo Alto	16	13.31	2.70		
New York	13	9.08	4.29		
Miami	16	12.00	3.23		
SEX					
Female	70	11.23	3.98	1,77	0.03
Male	9	11.00	3.04		
PLACE OF BIRTH					
South	30	10.40	3.49	2,74	1.92
Non-South	45	11.64	4.14		
Outside U.S.A.	2	15.00	1.41		
AGE					
21-30	30	11.60	3.46	3,74	0.74
31-40	25	11.56	3.99		
41-50	12	9.75	4.43		
51 +	11	11.36	4.03		
TEACHING EXPERIENCE					
0 - 3 years	26	10.58	3.84	2,74	1.03
4 - 6	14	10.57	4.47		
7 +	37	12.23	3.47		
PLACE OF LONGEST RESIDENCE					
South	25	10.00	3.43	1,71	0.77
Non-South	48	11.46	4.22		
ETHNICITY					
Black	50	10.12	3.81	3,73	7.29**
Mexican-American	1	6.00	0.00		
Asian-American	1	16.00	0.00		
Caucasian	25	13.60	2.33		

[a]Note that scores of all teachers who took the pretest are reported in Table 4A.

**$p < .01$

TABLE 4B

Analysis of Variance for Reading Pedagogy, Posttest

Source	N	Mean	S.D.	d.f.	F ratio
SITE					
Trenton	30	12.90	3.21	3,65	3.50*
East Palo Alto	16	13.25	2.27		
New York	7	11.57	2.09		
Miami	16	9.87	4.66		
SEX					
Female	63	12.21	3.68	1,67	0.21
Male	6	11.50	2.51		
PLACE OF BIRTH					
South	29	11.14	3.60	2,64	2.27
Non-South	37	12.97	3.41		
Outside U.S.A.	1	13.00	-		
AGE					
21-30	26	12.00	3.94	3,64	0.10
31-40	22	12.41	3.84		
41-50	10	12.60	1.96		
51 +	10	12.40	2.41		
TEACHING EXPERIENCE					
0 - 3 years	23	11.13	3.44	4,64	2.38
4 - 6	14	10.05	4.54		
7 +	31	13.57	2.82		
PLACE OF LONGEST RESIDENCE					
South	24	10.50	6.16	1,63	7.97**
Non-South	41	13.00	2.96		
ETHNICITY					
Black	45	11.69	3.59	3,64	0.58
Mexican-American	1	13.00	0.00		
Asian-American	1	13.00	0.00		
Caucasian	21	12.91	3.70		

** $p < .01$

* $p < .05$

TABLE 4C

Analysis of Variance for Gains on Reading Pedagogy Test

Source	N	Gain Score	S.D.	d.f.	F ratio
SITE					
Trenton	30	2.31	4.16	3,65	6.08**
East Palo Alto	16	-0.06	1.29		
New York	7	3.86	4.78		
Miami	16	-2.13	4.40		
SEX					
Female	63	0.81	4.34	3,61	0.01
Male	6	0.83	3.19		
PLACE OF BIRTH					
South	29	0.52	3.39	2,64	0.49
Non-South	37	1.03	4.71		
Outside U S.A.	1	-3.00	0.00		
AGE					
21-30	26	0.54	5.11	3,64	0.33
31-40	22	0.73	3.72		
41-50	10	2.10	3.54		
51 +	10	0.80	3.82		
TEACHING EXPERIENCE					
0 - 3 years	23	1.00	5.10	2,64	0.41
4 - 6	14	0.29	4.38		
7 +	32	0.93	3.57		
PLACE OF LONGEST RESIDENCE					
South	24	-0.25	4.15	1,63	2.24
Non-South	41	1.37	4.24		
ETHNICITY					
Black	45	1.53	4.04	3,64	2.65+
Mexican-American	1	7.00	0.00		
Asian-American	1	-3.00	0.00		
Caucasian	21	-0.86	4.29		

+ $p = .06$

** $p < .01$

None of the teacher variables contributed to variance on the History and Structure of Black English pretest (Table 5A). On the posttest, the school (that is, the field test site) and the place of longest residence were the only significant sources of variance (Table 5B). Significant gains were made in Trenton and New York (Table 5C).

The analysis of the Attitude Scale scores again shows the field test site to be the main variable affecting the outcome. On the pretest, East Palo Alto teachers clearly had the highest scores (Table 6A). On the posttest, East Palo Alto and Trenton, which made significant gains (see Tables 6B, 6C), had significantly higher scores than the other sites. A significant difference due to place of longest residence appears on the posttest: non-Southerners scored significantly higher than the Southern residents. Again, this difference seems to be related to the lack of gains in Miami, with its concentration of longtime Southern residents.

TABLE 5A

Analysis of Variance for History and Structure Test, Pretest

Source	N[a]	Mean	S.D.	d.f.	F ratio
SITE					
Trenton	34	29.00	8.03	3,75	2.62
East Palo Alto	16	34.31	5.68		
New York	13	27.92	8.70		
Miami	16	31.62	5.49		
SEX					
Female	70	30.51	7.49	1,77	0.08
Male	9	29.78	7.94		
PLACE OF BIRTH					
South	30	29.80	6.23	2,74	0.35
Non-South	45	31.11	8.18		
Outside U.S.A.	2	32.50	0.71		
AGE					
21-30	30	32.13	5.68	3,74	0.63
31-40	25	29.44	8.11		
41-50	12	31.08	6.81		
51 +	11	28.64	9.98		
TEACHING EXPERIENCE					
0 - 3 years	26	30.00	6.39	3,74	0.48
4 - 6	14	31.93	8.99		
7 +	37	31.43	6.74		
PLACE OF LONGEST RESIDENCE					
South	25	29.12	6.27	1,71	2.03
Non-South	48	31.67	7.70		
ETHNICITY					
Black	50	29.66	7.86	3,73	1.03
Mexican-American	1	31.00	-		
Asian-American	1	33.00	-		
Caucasian	29	32.76	6.10		

[a]Note that scores of all the teachers who took the pretest are reported in Table 5A.

TABLE 5B

Analysis of Variance for History and Structure Test, Posttest

Source	N	Mean	S.D.	d.f.	F ratio
SITE					
Trenton	30	36.00	4.81	3,65	5.99**
East Palo Alto	16	35.25	5.70		
New York	7	29.86	8.52		
Miami	16	27.19	11.17		
SEX					
Female	63	32.91	8.30	3,63	0.72
Male	6	35.83	4.46		
PLACE OF BIRTH					
South	29	31.53	7.58	2,64	0.72
Non-South	37	34.03	8.58		
Outside U.S.A.	1	34.00	0.00		
AGE					
21-30	26	37.73	9.45	3,64	0.28
31-40	22	34.68	5.93		
41-50	10	33.30	7.63		
51 +	10	32.80	7.20		
TEACHING EXPERIENCE					
0 - 3 years	23	32.00	8.55	4,64	0.86
4 - 6	14	31.14	10.24		
7 +	30	34.97	6.51		
PLACE OF LONGEST RESIDENCE					
South	24	29.79	9.36	1,63	6.17**
Non-South	41	34.86	6.98		
ETHNICITY					
Black	45	33.38	7.37	3,64	2.20
Mexican-American	1	13.00	0.00		
Asian-American	1	34.00	0.00		
Caucasian	21	33.58	9.01		

** $p < .01$

TABLE 5C

Analysis of Variance for Gains on History and Structure Test

Source	N	Gain Score	S.D.	d.f.	F ratio
SCHOOL					
Trenton	30	6.47	6.19	3,65	7.25**
East Palo Alto	16	0.94	3.78		
New York	7	4.71	13.88		
Miami	16	-4.44	9.79		
SEX					
Female	63	2.35	9.03	1,67	0.15
Male	6	3.82	5.91		
PLACE OF BIRTH					
South	29	1.90	7.22	2,64	0.02
Non-South	37	2.22	9.43		
Outside U.S.A.	1	1.00	0.00		
AGE					
21-30	26	0.19	9.95	3,64	1.44
31-40	21	5.46	6.34		
41-50	10	2.60	9.63		
51 +	10	2.30	9.01		
TEACHING EXPERIENCE					
0 - 3 years	23	2.43	9.93	2,64	0.86
4 - 6	14	-0.79	7.74		
7 +	32	3.70	8.37		
PLACE OF LONGEST RESIDENCE					
South	26	0.79	9.27	1,63	0.75
Non-South	44	2.58	7.97		
ETHNICITY					
Black	45	3.56	7.08	3,64	2.59*
Mexican-American	1	18.00	0.00		
Asian-American	1	1.00	0.00		
Caucasian	21	0.57	10.96		

** $p<.01$

* $p<.05$

TABLE 6A

Analysis of Variance for Attitude Scale, Pretest

Source	N[a]	Mean	S.D.	d.f.	F ratio
SCHOOL					
Trenton	34	117.39	18.90	3,74	6.18**
East Palo Alto	16	137.87	14.71		
New York	13	126.15	12.60		
Miami	16	124.06	14.45		
SEX					
Female	70	124.40	17.47	1,76	0.001
Male	8	124.63	15.77		
PLACE OF BIRTH					
South	30	122.80	14.21	2,73	0.25
Non-South	44	127.02	17.33		
Outside U.S.A.	2	125.00	7.07		
AGE					
21-30 years	30	124.73	15.10	3,73	0.53
31-40	25	122.48	20.43		
41-50	12	124.42	17.24		
51 +	10	130.60	14.54		
TEACHING EXPERIENCE					
0-3 years	26	120.85	11.93	3,73	0.68
4-6	14	124.07	21.66		
7 +	37	127.66	18.57		
PLACE OF LONGEST RESIDENCE					
South	25	122.24	12.08	1,70	0.86
Non-South	47	125.83	17.31		
ETHNICITY					
Black	49	122.41	16.59	3,72	0.72
Mexican-American	1	126.00	0.00		
Asian-American	1	130.00	0.00		
Caucasian	25	128.48	18.41		

** $p<.01$

[a] Note that scores of all the teachers who took the pretest are reported in Table 6A.

TABLE 6B

Analysis of Variance for Attitude Scale, Posttest

Source	N	Mean	S.D.	d.f.	F ratio
SCHOOL					
Trenton	30	137.17	13.29	3,65	5.20**
East Palo Alto	16	137.13	13.49		
New York	7	125.57	6.08		
Miami	16	123.25	14.53		
SEX					
Female	63	132.54	14.47	1,67	0.16
Male	6	135.00	13.64		
PLACE OF BIRTH					
South	29	127.03	13.86	2,64	2.78
Non-South	37	135.87	13.63		
Outside U.S.A.	1	132.00	0.00		
AGE					
21-30	26	134.39	14.21	3,64	0.32
31-40	22	134.18	13.05		
41-50	10	132.80	11.28		
50 +	10	129.70	15.07		
TEACHING EXPERIENCE					
0-3 years	23	130.48	13.03	2,64	1.84
4-6	14	136.93	10.99		
7 +	31	133.80	13.14		
PLACE OF LONGEST RESIDENCE					
South	24	125.53	14.23	1,63	9.06**
Non-South	41	135.88	12.65		
ETHNICITY					
Black	45	131.82	15.40	3,64	0.39
Mexican-American	1	121.00	0.00		
Asian-American	1	132.00	0.00		
Caucasian	21	134.02	12.27		

** $p < .01$

TABLE 6C

Analysis of Variance for Gains on Attitude Scale

Source	N	Gain Score	S.D.	d.f.	F ratio
SCHOOL					
Trenton	30	10.27	24.82	3,65	7.58**
East Palo Alto	16	-0.75	8.88		
New York	7	-5.71	9.74		
Miami	16	-0.81	11.64		
SEX					
Female	63	7.19	21.41	1,67	0.10
Male	6	10.00	12.28		
PLACE OF BIRTH					
South	29	4.69	14.02	2,64	0.17
Non-South	37	7.11	20.79		
Outside U.S.A.	1	2.00	0.00		
AGE					
21-30	26	8.54	16.89	3,64	0.91
31-40	22	11.77	27.95		
41-50	10	5.40	17.75		
51 +	10	-0.90	11.75		
TEACHING EXPERIENCE					
0-3 years	23	9.49	17.60	2,64	1.06
4-6	13	12.86	21.23		
7 +	43	4.83	22.54		
PLACE OF LONGEST RESIDENCE					
South	24	3.00	11.75	1,63	1.65
Non-South	21	8.85	20.40		
ETHNICITY					
Black	45	9.27	20.16	3,64	0.40
Mexican-American	1	-5.00	0.00		
Asian-American	1	2.00	0.00		
Caucasian	21	4.29	23.21		

** $p < .01$

Relation of Teacher Test Scores to Pupil Achievement

An attempt was made to determine whether pupils taught by teachers who scored high on our tests showed higher reading achievement than pupils of teachers who scored low. Scores on an objective, nationally normed reading test were the basic criterion for pupil achievement. Since the influence of a particular teacher on a particular pupil must be measured in terms of the gain made by the pupil during the school year, rather than by the pupil's absolute achievement test score, we established relative gain scores as follows. For each grade level and at each site, pupil reading scores obtained at the end of the school year 1976 were regressed over the reading scores obtained by the same pupils one year earlier. On the basis of the regression of 1976 over 1975 scores (see Table 7), each pupil was assigned a predicted score,

TABLE 7

Regression of Posttest Reading Scores over Pretest Reading Scores

Location	Grade	Student N	Variable	B	Beta	Std Error B	F
Trenton	3	127	Prereading	0.85	0.70	0.08	118.38
			(constant)	11.06			
	4	243	Prereading	1.12	0.78	0.06	353.75
			(constant)	7.18			
East Palo Alto	3	154	Prereading	0.85	0.73	0.06	177.08
			(constant)	9.78			
	4	82	Prereading	0.95	0.02	0.07	168.27
			(constant)	10.50			
Miami	3	153	Prereading	0.66	0.65	0.06	107.73
			(constant)	11.47			
	4	155	Prereading	0.76	0.67	0.07	124.18
			(constant)	11.31			

Note: The reading test used in Trenton was the California Test of Basic Skills. The tests used in the Ravenswood elementary schools were the Comprehensive Tests of Basic Skills in grades 2 and 3 and the Cooperative Primary Tests in grade 4. The test used in Miami was the Stanford Achievement Test.

i.e., a score on the line of regression of the 1976 over the 1975 scores. This predicted 1976 score was then subtracted from the actual 1976 score to establish the relative gain score. The relative gain score could thus be positive (if the pupil scored higher than could have been predicted) or negative (if he scored lower) or zero (if his actual score equalled the predicted score). Relative gain scores were calculated for 914 third- and fourth-grade pupils in Trenton, East Palo Alto, and Miami.

The pupils' 1976 reading tests were administered at about the same time as the teachers' posttests--in other words, two or three weeks after the pretests, and near the end of the year. Thus, only the teachers' pretest scores could be expected to be related to pupils' relative gains during the school year.

Teachers were assigned for analytical purposes to low-, medium-, and high-scoring groups on each of the pretests. The division into teacher groups was based on the distribution of scores for each test site, and therefore the range of scores for each teacher group differs from site to site (and table to table). In defining the groups, we used the scores of all the teachers at each site, but the teachers actually distributed into the groups were 24 third- and fourth-grade teachers in Trenton, 12 third- and fourth-grade teachers in East Palo Alto, and 14 third- and fourth-grade teachers in Miami.

To investigate the possible relation of teacher pretest scores to pupil achievement, we performed an analysis of variance of pupil relative gain scores by teacher group for each of the three sites. The results of these analyses are summarized in Tables 8A, 8B, and 8C. The tables show that significant variance according to teacher group occurred at one site, the Ravenswood City School District in East Palo Alto, for both the Pedagogy test and the Attitude Scale (Table 8B). In both instances, the variance occurred in the direction expected. That is, on the Pedagogy test, the high-achieving teachers (group III) had the pupils with the highest mean relative gain score; and on the Attitude Scale, the lowest scoring teachers (group I) had the pupils with the lowest mean relative gain score.

TABLE 8A

Analysis of Variance of Pupil Relative Gain Scores
by Teacher Pretest Groups: Trenton (N=24)

Teacher Group	Score Interval	Pupil N	Mean Relative Gain	S.D.	d.f.	F ratio
			Pedagogy			
I (N= 7)	3- 7	95	-0.03	0.73	2,358	0.61
II (N= 7)	8-13	87	0.06	0.64		
III (N=10)	14-16	179	-0.01	0.63		
			History and Structure			
I (N= 4)	9-20	55	0.14	0.64	2,358	2.59
II (N=10)	30-33	144	-0.03	0.73		
III (N=10)	34-38	162	-0.07	0.59		
			Attitude			
I (N= 5)	65-144	74	0.05	0.68	2,358	0.77
II (N= 9)	15-127	129	-0.02	0.66		
III (N=10)	128-146	158	-0.00	0.65		

TABLE 8B

Analysis of Variance of Pupil Relative Gain Scores
by Teacher Pretest Groups: East Palo Alto (N=12)

Teacher Group	Score Interval	Pupil N	Mean Relative Gain	S.D.	d.f.	F ratio
			Pedagogy			
I (N= 3)	6-12	67	0.04	0.74	2,225	3.55*
II (N= 5)	13-14	87	-0.10	0.52		
III (N= 4)	15-16	74	0.16	0.59		
			History and Structure			
I (N= 3)	20-33	56	0.02	0.76	2,225	1.03
II (N= 4)	34-37	84	0.10	0.61		
III (N= 5)	38-42	88	-0.04	0.53		
			Attitude			
I (N= 4)	96-135	93	-0.11	0.62	2,225	3.76*
II (N= 5)	136-143	82	0.14	0.65		
III (N= 3)	149-156	53	0.09	0.55		

*$p < .05$

TABLE 8C

Analysis of Variance of Pupil Relative Gain Scores
by Teacher Pretest Groups: Miami (N=14)

Teacher Group	Score Interval	Pupil N	Mean Relative Gain	S.D.	d.f.	F ratio
			Pedagogy			
I (N= 4)	6- 8	90	0.07	0.74	2,305	0.84
II (N= 6)	7-12	122	-0.06	0.71		
III (N= 4)	13-14	96	0.01	0.81		
			History and Structure			
I (N= 4)	16-30	87	0.03	0.82	2,305	0.83
II (N= 6)	32-35	132	-0.06	0.68		
III (N= 4)	36-38	89	0.06	0.78		
			Attitude			
I (N= 4)	102-118	80	0.07	0.59	2,305	1.00
II (N= 5)	119-135	118	0.03	0.80		
III (N= 5)	133-139	110	-0.08	0.80		

That only the results obtained at East Palo Alto tend to validate the tests may be related to the fact that the Ravenswood district teachers also had the highest pretest scores and that the teachers in the district had, the year before this research intervention, participated in workshops dealing with Black English. Thus, it is only in the Ravenswood district that teachers' pretest scores are likely to have been influenced by the opportunity to acquire new knowledge about and attitudes toward Black English.

It seemed possible that it might not be the knowledge and attitudes measured by the teacher tests but rather a propensity to acquire them that is related to pupil achievement. To investigate this possibility, we divided the teachers in Trenton (the only site in which the teachers made significant gains) into three new groups according to the magnitude of the gain, and analyzed the Trenton pupils' relative gain scores in reading according to these new teacher groups.

The results (Table 9A) show a near significant variance in pupil relative gain scores (p=.06) on the History and Structure test. The variance clearly shows that the pupils of group III teachers--those with high gain scores--had a significantly positive mean relative gain score (.09), whereas the mean of the pupils of the low or non-gaining teachers (group I) was below the predicted relative gain level (i.e., less than zero).

TABLE 9A

Analysis of Variance of Pupil Relative Gain Scores

by Teacher Gain Score Groups: Trenton (N=24)

Teacher Group	Teacher Gain	Pupil N	Mean Relative Gain	S.D.	d.f.	F ratio
			Pedagogy			
I (N= 7)	≤0	107	-0.02	0.60	2,344	1.62
II (N= 9)	1-2	120	0.09	0.71		
III (N= 8)	≥2	120	-0.06	0.68		
			History and Structure			
I (N= 5)	≤1	75	-0.13	0.50	2,358	2.89+
II (N= 9)	2-7	135	-0.02	0.73		
III (N=10)	≥7	151	0.09	0.65		
			Attitude			
II(N= 5)	≤0	68	-0.02	0.45	2,332	1.81
II (N=10)	1-14	125	0.06	0.06		
III (N= 9)	≥14	142	0.04	0.64		

+p=.06

The relation between teacher gains on the Attitude Scale and pupil achievement seems similar, but not significant. The group I teachers had the pupils whose mean relative gain score was negative.

We then investigated the possibility of a relationship between teacher gain scores and pupil achievement for East Palo Alto and Miami. Because no significant teacher group gains had occurred at either site,

we thought first of using the cutoff points employed for identifying the teacher gain groups at Trenton. However, very few teachers could be assigned to the high group on that basis, and so for these two sites, we established only two teacher gain score groups, using the cutoff point of group II teachers at Trenton.

As Table 9B shows, the East Palo Alto teachers who made greater gains on the History and Structure test (group II) had pupils whose mean relative gain score was significantly higher than that of the group I teachers' pupils. This finding appears to confirm the hypothesis that it is in fact the teachers' interest and willingness to learn about Black English rather than their knowledge per se that is related to pupil achievement.

Table 9B also shows that the pupils of East Palo Alto teachers whose scores worsened on the Attitude Scale (group I) had a significantly higher mean relative gain score than the pupils of teachers in group II. The result is easily explainable: the main possibility for gains on the Attitude Scale existed with the teachers who had relatively low pretest scores, the very same teachers whose pupils had significantly lower gain scores in reading. Table 9B thus reflects the results

TABLE 9B

Analysis of Variance of Pupil Relative Gain Scores
by Teacher Gain Score Groups: East Palo Alto (N=12)

Teacher Group	Teacher Gain	Pupil N	Mean Relative Gain	S.D.	d.f.	F ratio
			Pedagogy			
I (N= 7)	≤ 0	143	0.01	0.53	1,226	0.68
II (N= 5)	≥ 0	85	0.07	0.76		
			History and Structure			
I (N=10)	≤ 1	192	-0.02	0.61	1,226	9.10**
II (N= 2)	≥ 1	36	0.31	0.63		
			Attitude			
I (N= 5)	≤ 0	87	0.15	0.59	1,226	6.35*
II (N= 7)	≥ 0	141	-0.05	0.63		

** $p<.01$
* $p<.05$

of Table 8B: the pupils of East Palo Alto teachers who had lower pretest attitude scores (Table 8B), and thus more of a chance to gain, made relatively lower gains in reading during the academic year. Conversely, the pupils of teachers who had more positive pretest attitudes (and whose attitude scores did not improve) made greater relative gains in reading (the findings also suggest that there is some sort of ceiling for attitudinal improvement and attitude change).

TABLE 9C

Analysis of Variance of Pupil Relative Gain Scores by Teacher Gain Score Groups: Miami (N=14)

Teacher Group	Teacher Gain	Pupil N	Mean Relative Gain	S.D.	d.f.	F ratio
			Pedagogy			
I (N=12)	<0	259	-0.01	0.75	1,306	0.08
II (N= 2)	≥ 0	49	0.03	0.73		
			History and Structure			
I (N= 8)	≤ 1	171	-0.06	0.79	1,306	2.56
II (N= 6)	≥ 1	137	0.08	0.78		
			Attitude			
I (N= 9)	≤ 0	196	-0.02	0.79	1,306	0.53
II (N= 5)	≥ 0	112	0.04	0.69		

For Miami (see Table 9C), the analysis of pupil relative gains by teacher gain score groups shows that differences in the mean pupil scores are in the expected direction. For all three tests the mean relative gain scores of the pupils of group II teachers are positive, and those of the pupils of group I teachers are negative. None of the differences between the means reach the .05 level of significance, however; in other words, at this site we did not find any strong evidence that either teacher pretest performance or teacher gains have a strong impact on pupil achievement.

An analysis using teacher groups as independent variables and individual pupil gain scores as dependent variables has, of course, the disadvantage of not considering the relation of individual teachers' scores to the achievement of their classes. The latter type of analysis is likely to be effective only with relatively large samples of teachers. Nevertheless, we decided to supplement the analysis undertaken so far by correlating the test scores and gain scores of each teacher with the mean pupil relative gain scores for his or her class. This analysis was undertaken separately for each site. Table 10 indicates that of the relations shown as significant by the analysis of variance of individual pupil scores by teacher groups, only one is clearly confirmed by this correlational analysis: mean pupil relative gain scores were positively and significantly related to teacher pretest scores on the Attitude Scale at one site (East Palo Alto).

TABLE 10

Correlations of Teacher Scores with Class Means of Pupil Relative Gain Scores

		Pedagogy			History and Structure			Attitude		
Site		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Trenton	(N=24)	-.10	-.13	-.02	-.17	-.23	.08	-.11	.05	.06
East Palo Alto	(N=12)	.25	.31	-.02	.21	.24	.17	.50*	.31	.38
Miami	(N=14)	-.20	-.06	.09	.36	.10	.32	-.41	-.28	.02

*$p<.05$

Conclusions

The following general conclusions summarize our findings:

1. The tests on Reading Pedagogy and the History and Structure of Black English show satisfactory reliability in measuring teachers' knowledge in those subject areas. The revised Attitude Scale utilized in this study also appears to be a reasonably reliable instrument.

2. Performance on the History and Structure test and the Reading Pedagogy test are significantly related to each other as well as to a positive attitude toward Black English.

3. Teachers' workshops resulted in significant increases in test and attitude scores in only one of four research sites. Of the teacher variables investigated, only the site of the field test appeared to make any consistent difference in teachers' performance on the tests.

4. There is some evidence that teachers' performance on the tests and their willingness to learn about Black English have some relation to pupil achievement. However, performance on the Attitude Scale by teachers in East Palo Alto showed the only definite positive relation to pupil gains in reading.

5. It also appears that not only teachers' interest in Black English, but also the significance of this interest for pupil achievement, may vary according to regional or local factors.

We would also like to point out that showing a strong relationship of the Black English Tests for Teachers to pupil achievement would require large-scale testing of teachers teaching pupils at the same grade level. Tests that are in some ways similar to the ones described in this study--e.g., the Applied Linguistics and Civilization tests for foreign language teachers (Modern Language Association 1961, 1966)--have in general not been shown to be related to pupil achievement (Smith, 1970). Our research, however, holds out some hope that further research may lead to this type of validation of the SCRDT Black English Tests for Teachers.

References

Ford, J., Lewis, S., Hicks, S., Williams, D., Hoover, M. R., and Politzer, R. L., comp. Report on the Working Conference on the SCRDT Black English Tests for Teachers, February 19-20, 1976 (Occasional Paper No. 15). Stanford, Ca.: Stanford Center for Research and Development in Teaching, 1976.

Lewis, S. L., Hoover, M. R., and Politzer, R. L. "Black English Workshop." Stanford Center for Research and Development in Teaching, in preparation.

Program on Teaching and Linguistic Pluralism, SCRDT. "SCRDT Black English Attitude Measures." Unpublished measures submitted to National Institute of Education, Sept. 1976.

Modern Language Association. Foreign Language Proficiency Tests for Advanced Students and Teachers. Princeton, N.J.: Educational Testing Service, 1961, 1966.

Smith, P. D. J. A Comparison of the Cognitive and Audiolingual Approaches to Foreign Language Instruction. The Pennsylvania Foreign Language Project. Philadelphia: The Center for Curriculum Development, 1970.

Appendix A: Sample Items from SCRDT Black English Tests for Teachers

READING PEDAGOGY

Pretest

8. Which of the following is least likely to occur as a result of the contact between speakers of Vernacular Black English and those of Standard English?

   a. The disappearance of the use of Vernacular Black English.

   b. Speakers will display competence in both varieties.

   *c. Children speaking Vernacular Black English will become hesitant in the use of their language.

9. As Vernacular Black English comes into contact with Standard English and its patterns change in response to this contact, vernacular speech can be considered to be undergoing:

   a. Creolization.

   b. Pidginization.

   *c. De-creolization.

*Correct answer

Posttest

8. The probable outcome of speakers of Vernacular Black English coming into contact with those of Standard English is:

   a. That Vernacular Black English would eventually become a dead language.

   *b. The incorporation of many of the features of Vernacular Black English into Standard English and vice versa.

   c. Of no consequence whatever, since speakers of Vernacular Black English would struggle to maintain the purity of their speech.

9. De-creolization of Vernacular Black English is a process in which:

   *a. Vernacular Black English changes many of its patterns as a result of contact with speakers of Standard English.

   b. Speakers of Vernacular Black English return to a simpler Pidgin language as spoken by the original Afro-American slaves.

   c. Vernacular Black English disappears as a separate entity--a stage that Vernacular Black English is now undergoing.

HISTORY AND STRUCTURE OF BLACK ENGLISH

Pretest

15. The use of the verb "to be" to signal habitual action in Vernacular Black English (such as "He always be running late") can be described as:

    a. An indication of a linguistic difference that interferes with the formulation of grammatical sentences.

    *b. A form that is compatible with the habitual concept of time found in some West African languages.

    c. A conception of time which causes Black people to be time-oriented rather than place-oriented.

18. A close paraphrase of the Vernacular Black English and Southern English phrase, "Ah 'mo go down town" is:

    a. I am anxious to go downtown.

    *b. I am going to go downtown.

    c. I'm the one that's going downtown.

Posttest

15. The use of the verb <u>to be</u>, signaling habitual action in Vernacular Black English (as in "he be going all the time"), represents:

    a. A cognitive difference denoting lack of a sense of time.

    *b. A form that is in accord with the traditional concept of time found in West African languages.

    c. A typical Black expression denoting difference in perception of location.

18. "Ah 'mo go to the store" is a Vernacular Black English (and Southern) phrase which means:

    a. I am anxious to go to the store.

    *b. I am going to go to the store.

    c. I'm the one that's going to the store.

*Correct answer

HISTORY AND STRUCTURE OF BLACK ENGLISH, cont'd.

From the following sets, select the pair of words that may sound very much alike in the speech of Vernacular Black English speakers and some Southerners.

Pretest			Posttest		
23. a.	Bob	cob	23. a.	Bob	cob
*b.	Bess	best	*b.	guest	guess
c.	burp	bam	c.	bip	bop
27. *a.	for	fur	27. *a.	show	sure
b.	five	jive	b.	shine	fine
c.	film	fall	c.	shall	shawl

*Correct answer

Appendix A, cont'd.

ATTITUDE SCALE

		Agree Strongly	Agree Mildly	Neutral	Disagree Mildly	Disagree Strongly
Pre	67. Black children should not be taught phonics (decoding) because they have a different set of sound-symbol relationships.					
Post	67. Black children do not have the necessary speech sounds to use the phonic or decoding approach to reading.					
Pre	77. Black children can learn to read regardless of the variety of English they speak if instruction is focused on skill acquisition.					
Post	77. Instructors who emphasize skill acquisition find that Black children who speak Vernacular Black English can learn to read.					
Pre	97. Black children can't learn to read unless Vernacular Black English is used as the medium of instruction in the schools.					
Post	97. The use of Standard English to teach Black children to read is the primary reason Black students are not acquiring adequate reading skills					

Appendix B: Item Difficulty and Item Reliability

READING PEDAGOGY TEST

	Pretest (N=79)		Posttest (N=71)	
Item Number	Adjusted Mean	NS Biserial	Adjusted Mean	NS Biserial
1	.84	.54	.87	.35
2	.68	.26	.80	.51
3	.93	.72	.96	.23
4	.38	.26	.65	.49
5	.67	.52	.63	.53
6	.80	.70	.78	.89
7	.59	.48	.75	.74
8	.73	.78	.57	.43
9	.65	.63	.91	1.00
10	.72	.84	.86	.47
11	.81	.52	.77	.57
12	.74	.65	.89	.88
13	.65	.92	.64	.69
14	.81	.68	.83	.73
15	.83	.59	.79	.72
16	.63	.98	.72	.81

Appendix B, cont'd.

HISTORY AND STRUCTURE OF BLACK ENGLISH TEST

	Pretest (N=79)		Posttest (N=71)	
Item Number	Adj. Mean	NS Biserial	Adj. Mean	NS Biserial
1	.91	.64	.51	.11
2	.66	.44	.89	.51
3	.56	.44	.81	.83
4	.72	.71	.64	.44
5	.54	.48	.80	.45
6	.73	.21	.89	.71
7	.56	.27	.90	.85
8	.51	.23	.85	.79
9	.51	.34	.66	.30
10	.52	.22	.40	.35
11	.76	.38	.72	.30
12	.71	.50	.85	.91
13	.30	.31	.66	.72
14	.60	.27	.69	.37
15	.85	.99	.91	1.24
16	.72	.38	.78	.69
17	.81	.86	.91	.91
18	.94	.69	.85	.83
19	.86	.80	.77	.28
20	.89	.71	.94	.95
21	.85	.90	.91	1.06
22	.90	.87	.92	.87
23	.91	.83	.85	.55
24	.87	.77	.84	1.07
24	.91	.76	.64	.39
26	.51	.09	.99	.79
27	.87	.97	.96	.84
28	.84	.85	.69	.54
29	.45	.50	.75	.84
30	.77	.78	.87	.79
31	.65	.32	.80	.75
32	.62	.32	.67	.61
33	.62	.27	.85	.79
34	.43	.51	.75	.83
35	.59	.44	.90	.97
36	.87	.53	.38	.17
37	.58	.09	.76	.79
38	.91	.72	.90	.94
39	.81	.87	.82	.87
40	.76	.54	.80	.47
41	.47	.38	.60	.49
42	.68	.03	.91	.99
43	.54	.19	.29	-.26
44	.84	.87	.71	.22

Appendix B, cont'd.

ATTITUDE SCALE

	Pretest (N=78)		Posttest (N=69)	
Item	Adj. Mean	NS Biserial	Adj. Mean	NS Biserial
1	3.92	.62	4.30	.46
2	3.81	.17	4.19	.13
3	3.09	.30	3.97	.23
4	4.57	.44	4.42	.44
5	3.40	.31	2.94	.28
6	4.29	.31	4.10	.38
7	3.53	.16	4.16	.41
8	3.55	.53	3.33	.28
9	3.88	.30	4.22	.26
10	4.34	.10	4.52	.48
11	4.19	.28	4.67	.54
12	3.99	.53	4.24	.61
13	3.41	.26	3.94	.49
14	3.59	.07	3.18	.08
15	4.24	.26	3.84	.30
16	3.27	.32	4.06	.57
17	4.01	.55	3.99	.20
18	3.53	.34	4.24	.57
19	2.91	.08	3.32	.30
20	4.15	.29	4.27	.38
21	3.62	.18	4.23	.54
22	3.58	.08	4.36	.57
23	3.83	.49	4.27	.30
24	3.94	.54	4.55	.55
25	3.82	.05	3.03	.23
26	3.79	.45	3.92	.42
27	3.65	.46	3.64	.15
28	3.64	.38	3.78	.39
29	4.06	.52	4.11	.45
30	3.54	.14	3.69	.17
31	3.13	.18	3.67	.31
32	3.35	.48	4.23	.48
33	3.69	.29	4.23	.27
34	2.62	.13	3.09	-.01